DOCUMENT RESUME

ED 030 829 AC 004 896

Adult Basic Education Pilot Project.
Texas Education Agency, Austin.; Texas Univ., Austin. Extension Teaching and Field Service Bureau.
Pub Date Jun 69
Note-64p.
EDRS Price MF-$0.50 HC-$3.30
Descriptors-*Adult Basic Education, Evaluation, *Instructional Materials, Part Time Teachers, *Pilot Projects, Recruitment, Student Certification, *Student Placement, Student Records, Teacher Aides, *Teaching Techniques, Team Teaching, Testing
Identifiers-Adult Basic Learning Examination, New Careers, Standard Oral Reading Paragraph Test, *Texas, Wide Range Achievement Test

The adult basic education program of the Texas Extension Division of Texas University was organized to provide educational opportunities for at least 200 undereducated adults, evaluate materials and teaching techniques in actual classroom use, develop a student record and progress chart for reporting and evaluation in local projects, explore student placement, and identify means of recruiting students. Adult basic education and New Careers classes were set up in Austin, with two full time teachers working with part time teachers and teacher aides. Face-to-face recruiting, especially by adult students themselves, has been effective. The Wide Range Achievement Test (WRAT), the Standard Oral Reading Paragraph test (SORP), and the Adult Basic Learning Examination (ABLE) are used in placement. Instruction, including team teaching is given at Levels A (for those with minimal reading skill or little or no command of English); B, at the Grade 4-6 level; and C, for those averaging at least 7.0 on the WRAT and SORP. Numerous short films and filmstrips and such publications as the Mott Basic Language Skills series are among the equipment and instructional materials used. (ly)

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ADULT BASIC EDUCATION

PILOT PROJECT

Conducted by

Extension Teaching and Field Service Bureau

Division of Extension

The University of Texas at Austin

In Cooperation With

The Texas Education Agency

June, 1969

AC 004 896

THE UNIVERSITY OF TEXAS
DIVISION OF EXTENSION
AUSTIN, TEXAS 78712

Office of
Extension Teaching and Field Service Bureau
201 Extension Building
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July 1, 1969

Mr. Ralph Mock
State Director for Adult Basic Education
Texas Education Agency
Capitol Station
Austin, Texas 78711

Dear Ralph:

I would like to take this opportunity to express sincere thanks for the opportunity to develop a pilot program for Adult Basic Education students in Austin. Charles Kelso with his staff and with assistance from Don Hale has developed a teaching situation that has been most successful for the enrollees.

It is our hope that this cooperative venture can continue next year and that our program can demonstrate comparable improvement.

Sincerely,

W. E. Barron

William E. Barron
Director

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OVERVIEW

The Extension Teaching and Field Service Bureau of The University of Texas at Austin conducted a Pilot Project in Adult Basic Education for the Texas Education Agency that started October, 1968, and was completed June, 1969.

This project resulted from an identified absence of state sponsored A. B. E. classes in the city of Austin and the knowledge that of the 250,000 people living in the Capitol City of Texas, a significant number are in need of an opportunity to continue their education. Adults who did not complete high school are entitled to another chance and the A. B. E. program provides this opportunity.

Thus this project had as its main purpose, to help the undereducated adults. Concomitant with the attainment of the preceeding purpose was the opportunity to gather information which would be useful to other Adult Basic Education Projects.

GOALS AND OBJECTIVES

Adult Basic Education programs serve people 18 years of age and older, whose inability to speak, read or write the English language constitutes a substantial impairment to their ability to get or retain employment commensurate with their real capability. Programs are directed to those within this group who are unemployed or underemployed, those who have not had the opportunity to attain more than an eighth grade education, and to those people who desire self improvement.

The goals of the Adult Basic Education program may be stated as follows:

1. To raise the educational level of that portion of the population not achieving an 8th grade level

2. To increase opportunities for employment
3. To improve family living through consumer, sex and health education
4. To develop informed participation in democratic decision-making processes

Communication and computational skills are seen as basic tools with which the target population can begin to achieve those goals. From the instructional point of view, the basic skills of communication and computation should be taught in the context of job, health, consumer, family life and civil information.

Specifically, The University of Texas Extension Division Adult Basic Education program was organized to:

1. Provide educational opportunities for at least 200 undereducated adults
2. Evaluate materials and teaching techniques in actual classroom use
3. Develop a student record and progress chart for local projects to use in reporting and evaluation
4. Explore placement of students
5. Identify most recruitment methods of students

PROGRAM ORGANIZATION

The Adult Basic Education classes were organized keeping the stated goals in mind. One urban center was established at the "Little Campus" of The University of Texas at Austin where the equipment, material and teachers could be centralized and where different methods of teacher utilization could be implemented. A Center with a larger enrollment and more teachers eliminates some duplication of both equipment and materials and

allows teachers to work as teams. Also, a better opportunity for supervision is afforded.

In addition two rural centers were started, one at Manor in the Head Start School using two teachers and one teacher aide and one at Manchaca using one teacher and one teacher aide.

All three centers are operated two nights each week for three hours. This allows time to group for communication skills, have a brief social break and then regroup for computational skills. Also, a teacher will have time to assemble students with similar abilities for brief group presentations in other areas of interest.

A New Careers component was placed in a downtown center sharing space with the New Careers staff. It was organized into similar class structures; but, operated throughout the day, four days each week. The feedback of the counseling sessions that were given to the teachers proved valuable in helping students establish goals, and in changing the materials presented to better fit student need. This emphasizes the need for counseling in the regular A. B. E. program.

The joint operation of A. B. E. and New Careers proved beneficial to both programs in terms of better opportunities to explore more fully the goals and objectives of each through more exposure time of materials and teaching methods.

Facilities

An extensive search was made to locate a place to house both the A. B. E. and New Careers classes. Adequate space was not found in the target areas so the A. B. E. section was located on the "Little Campus" in the Extension Annex Building. The New Careers section was located close to downtown Austin on 5th and San Jacinto. Both locations proved adequate.

However, there were some drawbacks such as parking in the downtown area and bus service at night to the "Little Campus."

It was felt that the classrooms should present an informal atmosphere but still maintain an educational like appearance; both locations were so equipped. A teacher workroom separated from classrooms was provided for teachers to use as they saw fit. Storage for materials, an important feature when looking at facilities, was also provided.

Our Rural classes were housed in excellent facilities; the Head Start School at Manor and the Methodist Church at Mancheca. Both locations proved adequate in terms of the type atmosphere we wanted for the program.

The locating of all urban classes in one center permitted maximum use of equipment (overheads, language masters, tape records, etc.) and allowed us to utilize the teaching staff in a more efficient manner.

The central location proved to be somewhat of a transportation problem for some students but this was overcome by car pools and the East 1st Street Neighborhood Center furnishing a bus to bring students from that area.

Staff

The staff of teachers selected is most important to the direction that an A.B.E. program will take. It is believed that full-time people who are concerned only with A.B.E. studies and A.B.E. problems is a "must" goal if ever A.B.E. is to get out of the backseat in the overall educational program and make the needed strides forward.

With this in mind, the program was started with two full-time teachers who were given time to devote to preparation, planning, program development, and evaluation of materials. These full-time instructors became the "lead" teachers working with the part-time teachers and teaching aides

throughout the different levels and they had the responsibility of lesson plans and operation of the class unit.

The part-time teachers were given a definite schedule and were responsible for the execution of their assigned duties in each subject area. Part-time teachers were scheduled to teach during peak load hours in support of the full-time teachers.

The teaching aides are support staff in the A. B. E. program. Generally, teaching by conventional lecture or presentation sense is not included in an aide's specified duties; working individually with a student is his main task. The aide may be assigned to one level or may be responsible in areas such as equipment, records, material disbursements, etc. In applicable circumstances, aides may also perform in the same role as a part-time teacher.

Volunteer help can be useful; however, by definition such members of the staff are working on an optional basis, and often problems of attendance, dependability, and attitude complicate the teaching situation. Screening of volunteers needs to be improved because these assistants are invaluable in teaching A. B. E. students or supervising individual work.

Recruitment

Recruitment of students has long been one of the major problems in A. B. E. and each community or area apparently has its own pecularities and needs and should be approached as a unique situation.

Primary emphasis should be placed on identification of the hard core of the undereducated. This ideally should be a project of the entire community and should involve: (1) Public agencies such as social welfare, local health authorities, state employment offices, and public housing authorities; (2) Voluntary agencies such as the National Association for the

Advancement of Colored People, the Salvation Army, YMCA, YWCA, and LULACS; (3) Community agencies such as Service clubs, churches, chamber of commerce; (4) Business and industrial firms; (5) Governmental (Federal) agencies--community action programs, vistas; (6) News media--newspapers, T.V., and Radio.

Particularly, the public school can be a tremendous asset in a program because of building locations, trained personnel, and a direct communication to parents.

In this study it was decided that 200 A, B, and C level students were needed with different methods to be used in recruiting them. The first method was to use only one agency that worked with the hard core undereducated, however, this was not successful. Possible causes for this might have been the location of our classes, lack of transportation, fear of coming to the University, any number of excuses could be used, but whatever the reason, other methods of obtaining the desired number of students were necessary.

Posters and handouts were used in an attempt to disseminate the fact that this was indeed a free opportunity with no hidden costs to continue one's education. This brought more people to our classes but not in the number desired.

Releases were given to newspapers, television, and radio stations which doubled our enrollment but we still did not have the number of people desired. Vista volunteers began to work for the project and see people face to face, bring them to class, and arrange for community meetings for us to attend and tell about A.B.E. People began to come at this point. Sometimes we would have twenty new students in one night.

Interest was experienced in rural areas where churches or small schools would be furnished for meeting places. Recruiting for these classes was done working through the church and the school.

The students themselves proved to be the best recruitees by bringing friends, relatives, and neighbors with them. One important fact to be emphasized is not to overlook or discount any avenue which can disseminate information to the public for whom the program was designed.

PLACEMENT

When a student enrolls in an A. B. E. program, a place for him to begin in studies is determined as soon as possible. This is accomplished in an orientation session that terminates with a very brief placement test. The Wide Range Achievement Test (WRAT) was selected for this purpose because it is easy to administer, provides a quick appraisal of the student's reading and mathematic abilities, and is not time consuming.

Typically the student is placed in one of three leves as soon as possible. Materials are quickly selected and adapted to meet the needs of the individual student. We obtain the desired result, that is placing the A. B. E. student at his own level and giving them immediate success in something that they can do. Any other tests to be given can be administered after the student is comfortable and the teacher has established a rapport with the class.

The Adult Basic Learning Examination (ABLE) takes longer to administer than the WRAT, about 2 1/2 hours, but it is a better instrument for measuring progress through a pre- and post-test approach. It is also one of the better placement tests available for use in A. B. E. This test is used after the student is placed and progressing in his classwork and is not apt to be threatened by the prospect of a lengthy standardized test.

The Standard Oral Reading Paragraph Test (SORP) is also used for placement purposes, although it is not one of the basic tests. In this program, SORP and WRAT results correlate highly but SORP is a more accurate prediction of reading ability.

One way of measuring progress made by A.B.E. students is by using "progress tests" which we purchase along with our work texts, which are primarily Steck-Vaughn materials. The general format of these tests is a pre-test, given before beginning the work text, and progress test, strategically placed throughout the text. These texts used basically the same form and style, varying their degree of difficulty in proportion to the increased amount of material covered.

New Careers and A.B.E. have the same basic three-part stratification: 1) elementary, 2) intermediate, 3) G.E.D. preparation. Upward movement through these levels of instruction is based on subjective teacher evaluations and on the objective results obtained from the progress tests already mentioned. There is no specific time set up for promotion; it depends upon the student's ability, willingness to work, and enthusiasm.

Following is a brief evaluation of the Wide Range Achievement Test which is currently used in the Adult Basic Education program as a pre-test for placement and as a post-test for measuring achievement.

Background. The WRAT was originally published in 1946 and because of inadequate data regarding the test's validity, its questionable norming procedures, and the unsubstantiated claims of clinical "signs" offered by its authors, the test received unfavorable reviews. Since that time the test seems to have been ignored by testing authorities because of these technical inadequacies. The test, however, has gained widespread use; the WRAT is listed as the second most frequently used achievement test in

psychological clinics (Sundbert, 1961). The reasons seem to lie in the test's applicability to a wide ability span, its ease of administration, and its virtual elimination of chance variance (recall format).

A study by The University of Southern California was done in 1962 that correlated WRAT results with independent teacher rankings of reading ability. The ranking was done in the presence of a school psychologist without any prior announcement so to eliminate the opportunity to consult previous testing records. These ranks were transformed to normalized standard scores (Walker & Lev tables, 1958). Within a week the WRAT was administered to all experimental classes. A Pearson correlational analysis was performed on a 7090 computer. The sample consisted of 502 students grades 1-5. The Pearson Correlation coefficients showing the concurrent validity of the WRAT together with grade placement are as follows:

Means and Coefficients of Concurrent Validity
for the WRAT by Grades

	Grade				
	1	2	3	4	5
r	.788	.739	.856	.861	.851
S_r	.039	.043	.020	.037	.030
Mean-WRAT	1.41	2.44	3.45	4.07	4.70

(2, 792)

The California Reading Vocabulary (RV) and Comprehension Tests (CRT) had been given one week previous to the WRAT in some of the schools grades 3 and 5 (N's = 90 and 86) a t-test for correlated correlations given by Walker & Lev showed the relative concurrent validities were not significantly different. The WRAT did correlate highly (.825 RV - .836 - CRT) with the California Reading Vocabulary & Comprehension Test.

In another study comparing the WRAT and the Gray Oral Reading Paragraph scores using mentally retarded adults as subjects, n = 30, these results were obtained:

	Wide Range	Gray	
Mean	4.38	4.43	
Standard Deviation	2.2	1.9	
Range	0-8.2	0-8.0	(3, 474)

A Pearson r of .94 ($p < .01$) was obtained thus concluding that the inclusion of both tests in an assessment battery was redundent.

In a comparison of the WRAT and the Gates Reading Survey using 98 fourth-grade students, a Pearson correlation coefficient was computed between the Reading Section of the WRAT and each of the subtests of the Gates Reading Survey. The correlation coefficient between the speed reading and the reading section of the WRAT was .68 significant of the .01 level. The Gates Vocabulary Section and the WRAT was .800 significant at the .001 level. The Gates comprehension subtest and the WRAT was .67, significant at the .001 level. This indicates that the grade placement of the WRAT can be predicted with fair degree of accuracy from the subtests at the Gates Reading Survey.

The author of the WRAT, Joseph Joslak, indicates the following statistics about his test:

The spelling section has a correlation with the New Stanford Dictation test of .93, n = 40. The arithmetic section correlates with the New Stanfor Arithmetic Computation Test to the extent of .91, n = 140.

The norms of the WRAT were made to conform with the grade norms of the New Stanford Word Reading Dictation and Arithmetic Computation Tests. The correlations between the Stanford and the WRAT were computed from raw scores before any grade norms were established.

The raw score or test quotient is transposed to grade ratings by table. An average of the three subtests gives the most accurate placement.

References

Fortenberry, Warren D., and Billy J. Broome, "Comparison of the Gates Reading Survey and the Reading Section of the Wide Range Achievement Test," Journal of Developmental Reading. Autumn, 1963, pp. 66-68.

Hopkins, Kenneth D., James C. Dobson, and O. A. Oldridge, "The Concurrent and Congruent Validities of the Wide Range Achievement Test," Educational and Psychological Measurement. Winter, 1962, pp. 791-793.

Lawson, John R., and Donald Avila, "Comparison of Wide Range Achievement Test and Gray Oral Reading Paragraphs Reading Scores of Mentally Retarded Adults," Perceptual and Motor Skills, June, 1962, p. 474.

The Adult Basic Learning Examination (ABLE) is a standardized test designed for use with adults. There are two batteries, Level I (grades 1-4) and Level II (grades 5-8). The areas tested included: vocabulary, reading, spelling, arithmetic.

The tests are essentially without time limits. The test is not designed to diagnose what specific problems a student has within a given subject area but will reveal the relative strengths from one subject to another. An example might be that it would show that a student is considerably lower in arithmetic than in the other area measured, but one cannot determine if this is because of lack of understanding of multiplication of fractions, long division, or placement of the decimal point.

The response mode of ABLE varies with each particular test, since the multiple choice type of item was not considered suitable for adults in every skill tested.

The student's vocabulary is assessed independently of reading ability, since the vocabulary test is dictated in its entirety. In the poorly educated adult, the auditory vocabulary is typically greater than his speaking or

reading vocabularies. In addition to an evaluation of how well the student understands words, the vocabulary test gives an indication of how well the student will be able to group verbal, school-type material in general.

The reading test determines how well the student can understand the meaning of sentences and paragraphs which he reads. The test establishes the functional reading level of adults, but does not reveal what particular aspects of the reading process a given student has difficulty with. This test is used to place students in the proper level.

Spelling ability is measured by a dictation-type spelling test of 30 items. The examiner pronounces each word, an illustrative sentence is read, the word repeated, and then the student writes it in his booklet.

The arithmetic test has both computation and arithmetic problem solving sections. The two are administered and scored separately, but the raw score may be combined for one total arithmetic score. The test is used for placement in proper levels but does not yield diagnostic information.

This battery is quite comprehensive, and can be used as a pre-test to establish baseline data and then as a post-test to measure progress in student achievement. The test should take about two and one half hours to administer.

Expansion of this information may be obtained in the ABLE handbook. Also a supplementary data report updates the statistical analysis of the ABLE. These two sources were used in developing this report.

Standard Oral Reading Paragraph

This test consists of twelve numbered paragraphs, the degree of difficulty increasing with each paragraph. The enrollee is asked to read each paragraph aloud in sequence; then is graded according to the number of the

first paragraph in which he makes three or more mistakes. Interestingly, some of the same words are used in both the word attack WRAT test and the SORP. Often it is found that while enrollees are unable to pronounce words correctly in the word attack test, they are able to pronounce them correctly on the paragraph test when they are found in context. This test has proven adequate in that it would be possible to rely upon it almost entirely in determining a reading level.

INSTRUCTIONAL PROGRAM

At each center, after students were first identified by the use of the placement test they were placed in one of three levels broken down into A, grade level 1-3 and non-English speaking, B, grade level 4-5, and C, grade level 6-8.

The elementary A group concerned itself with learning basic skills; sight and sound associations, reading and writing the English language along with basic number sense.

The intermediate, or B group, deals with basic English grammar and spelling, arithmetic through fractions, and reading comprehension. The C level expands on these areas and adds reading comprehension in areas such as social studies, natural sciences and literature, with the added goal of G.E.D. level attainment. Many students do pass the requirements for the G.E.D. certificate and some of these have enrolled in evening school of The University of Texas Division of Extension. One extension class of twenty New Careers trainees has been organized to study on the college level and more such classes are planned.

A description of the function of each level follows.

Level "A"

Objectives. The "A" Level student is one who is a non-English speaker, or whose knowledge of English is minimal, or a student who scores below a 4.0 level in reading skills on the WRAT placement test. Considering these factors, it can readily be seen that teaching problems lie in four basic areas; teaching spoken English, teaching the basic reading elements, teaching the basic counting and mathematical skills, and helping the student develop existing knowledge in these areas. In addition to these technical objectives, it is usually found that the adult in this stage of development frequently lacks the confidence necessary to achieve in these subject matter areas. Subsequently a teacher of the student at this level is forced to plan his work to include individual confidence builders.

Methods. In this program the greatest (of course, the most obvious) confidence builder is encouragement from an effective teacher who is sensitive to the problems and capabilities of his students. It is through his sincere and constant effort and support that the student begins to feel that he is making progress and that his goals are attainable.

Much encouragement comes from the assistance and the approval of other students in the same class. The "teaching" student has recently gone through the same learning situation as the person he is helping and is aware of the problems involved, often the keys to solving them. Besides being able to open channels of understanding for the other pupil by providing assistance, he is reinforcing the knowledge he himself has only recently acquired.

Programmed materials, such as the Behavioral Research Laboratories Reading Attainment Series, which is designed to teach reading from the basic vowel sounds through a twelfth grade level, has reinforcement programmed

with each learning module as well as periodic achievement tests which are designed to be easy enough to insure success.

If an "A" Level student is exposed to each of these confidence builders each time he is in the classroom, his lack of confidence will soon recede in the picture of his overall problems in learning. But until a student's confidence level is sufficient, little real progress can be expected.

For those people who live in this society without learning English, learning to communicate verbally without his family is a primary goal. Although very few students enter class without a knowledge of some English, many do not know enough to understand instructions from the teacher given in English. Therefore, vocabulary is emphasized in the "A" level ABE class in various ways: The sounds of vowels and consonants are drilled with class participation as well as individual recitation. Drill in word recognitio with the aid of flashcards and blackboard is conducted as a teacher-class exercise and also a student-student activity. Pre-structured conversation periods are held and taped to enable participating students to listen to themselves and compare their replies with a standard informal conversations wit the teachers and aides (held in groups and individually).

A particularly effective method in stimulating class enthusiasm is that of taping a story involving familiar activities; afterwards, the student is asked to relate the major occurences of the story in his own words. The teacher acts only as a prompter: for example, when the student's sentence structure is confused, facts are forgotten, or words misused. A derivation from this taped story technique is that of a slide series or film which develops a story situation to the point of conclusion. The conclusion itself is not part of the series or film, however. This stimulates the students to discuss the problem of a conclusion among themselves. The situations developed

are built out of activities familiar to the student, enabling them to identify with and relate to the characters in the series or film.

A mechanical Language-Master helps build vocabulary by presenting a double verbal repetition of the word pictured on the tape sensitized card. Comparison is possible after the student records his own pronounciation, listens to it and reruns the original master voice. Prepared sets are available including basic nouns and verbs. The teacher is able to make his own sets by using blank cards; visual aids coming from his own imagination or resources.

Work-texts of Steck-Vaughn, such as Steps to Learning have been found to be effective in developing reading and writing fundamentals. With this type of materials, teacher direction and encouragement is necessary, drawing or with illustrations from periodicals. In order to facilitate individual work with this medium, the words or phrases are printed in the student's first language on the reverse side of the card.

The above-mentioned Language-Master is also a significant method for teaching basic reading skills. Prepared sets include printed words in addition to illustrations and sound. Sets including vowel sounds, printed words, and similar sounding words are easily developed. These sets are also valuable tools in alphabetizing and categorizing exercises.

Further reinforcement of vocabulary is effected by attaching printed labels to objects such as chairs, tables, chalkboards, light and other visible elements of the classroom.

Work texts by Steck-Vaughn, such as Steps to Learning I and II have been found to be particularly effective in developing fundamental reading and writing skills. With this type of materials, teacher direction and encouragement is necessary, encourages individualizing the student's program.

It also serves to equalize teacher-time spent in direct contact with each student.

The Behavioral Research Laboratories Reading series, using a phonics approach, begins with number recognition and continues into vowel sounds. It adds articles, adjectives, prepositional phrases, and verbs in a series of repetitive and reinforcing learning boxes. Tapes and readers are available to use in conjunction with the workbooks. To be effective, this material requires that the teacher be aware of the areas of benefit of the series, methods of explicit simple introduction, and the methods of optimal usage. This usually requires an in-service training session.

To aid in spelling and vocabulary development, posters or sets of flashcards displaying word groups with the same endings, such as AND-sand, hand, band, etc., are effective. Such groups of words can also be included in sentences to be used as pronounciation exercises as well as spelling and vocabulary builders. Both individual and student use of such aids has proved effective.

Methods used in developing existing skills in the "A" level are much the same as those used in teaching a non-reader except they are expanded to fit the level of use. The student who has the basal knowledge in control seems eager to manipulate words and word patterns and requires less direct guidance. He is able to read instructions for himself and frequently finds himself in a leadership role in explaining to his peers on a less advanced level. It is at this level that the student becomes able to read stories, comic strips and newspapers. A good ABE library will contain a variety of reading materials appropriate to this level. The ability to read a printed pamphlet, book, or magazine builds self-confidence which is an adequate reason in itself for encouraging reading at this level. A newspaper which

is written with the basic reader in mind is Know Your Word published by American Education Publication. The BRL reading series includes level coordinated hard cover readers, and Steck-Vaughn publishes an interesting series of adult readers.

Most "A" level ABE students enter the program with more familiarity with numbers than with letters. Often it is found that although a student is unable to add 7 and 2, he is able to change money with precision. Such a student has a basic understanding of the addition process, and this somewhat shortens the learning time required for addition.

In teaching mathematics, the number sequence is the initial area of study. Programmed texts such as the Sullivan series or the Mott Basic Numbers series are designed to introduce the student, box by reinforced box to the numerals and their sequence, gradually teaching manipulation of the numerals into the basic computational skills. A variety of activities are used to effectively relate numeral sequence to common occurrences. Students are asked to sign an attendance list numbering their names, or to count the number of people in class, or fill in the dates of the current month on a blank calendar. In groups of two, flashcards are well utilized for numeral recognition sequence. Pennies and coins are invaluable in teaching counting and lead easily into addition facts.

Steck-Vaughn publishes a good elementary mathematics worktext in two parts called Steps to Mathematics. As mathematics involves much fact retaining to attain competance, variation is the key to maintaining the interest of the student. Crossword type number puzzles seem to ellicit a favorable response at this level and are available in two volumes called Coordinated Cross-Number Puzzles (McCormick-Mathers) or may be developed by an interested teacher. A deck of regular or extra-large numbered

playing cards also provide an inexpensive stimulating tool for numeral recognition through division and are usually a familiar item to the students.

Grouping within "A" level is done according to ability with the non-readers in one group, the readers in another, and a similar division in mathematics. The non-English speaking studenttends to form a group naturally; this grouping reducing the time the teachers spend in explanations and facilitating language teaching. The "A" level student seems to benefit from and enjoy more group participation than the other level students, therefore, at least part of the time of each class session is spend in activities involving the whole group.

Level "B"

The purpose of the Adult Basic Education Program is to develop to the maximum the educational level of the individual and to aid in the development of job skills he may need.

The "B" Level of the Adult Basic Education Program consists of those people who test out in the grade level range of approximately fourth grade through sixth grade.

The basic elements of the English language, reading, and mathematics are the main areas of study.

In the area of language, stress is placed on usage, spelling, and vocabulary. Skills in the use of the language are taught primarily through a workbook text entitled Language Exercises-Blue Book, published by the Steck-Vaughn Company. The basic text for Spelling is a workbook text entitled Gateways to Correct Spelling, also a Steck-Vaughn publication. Vocabulary words come from various G.E.D. preparation books.

After a presentation on a particular phase of grammar, the students work in groups, ranging from four students to eight students, discussing

the various aspects of the English language, concentrating mainly on usage and avoiding as much as possible a traditional set of rules. The main idea is to get them to recognize correct form rather than simple memorize a set of rules which almost always have exceptions.

The book, Language Exercises, is particularly good in that there is a review of fourth and fifth grade work with the greatest concentration being on the sixth grade level. It is written on a level that is comprehensible by the undereducated adult, but the style and presentation appeal to the adult student.

Another area of focus is written expression. Students are encouraged to practice choosing antonyms and make sentences with a pair of antonyms using them in contrast. Synonyms are also useful in attaining more exact and colorful adjectives. There is a large group of words whose pronunciation and meaning are changed as accents are changed. The students write sentences using these words to illustrate the differences.

Students can learn much by listening quietly to sounds around them. They can close their eyes and try to identify sounds which they hear. Discussion of words the writer uses to describe sounds such as scream, cry, shout, whisper, ring, scratch, scrape are useful.

You may wish to introduce students to onomatopoeia (the forming of words which imitate natural sounds). Examples of words which sound like what they mean are: buzz, slice, tinkle, jingle, roar, crash, hum.

The crossword puzzle is a good device for stimulating interest in words. Most students have worked crossword puzzles.

Parts of speech may be studied by choosing a page from some book which is available to all students. After folding a sheet of notebook paper to form four long columns, head each column with the name of a part of

speech--noun, verb, adjective, preposition, and so on. Students then write each word taken from the selected page in the appropriate column. After all have completed the page the lists can be examined with a discussion of the correct answers as each student corrects his work.

Students need to learn the meaning and spelling of common suffixes and prefixes so they will be able to spell words using them. They can be taught as the students make a list of the words using various prefixes and suffixes.

After this is assimilated, written work is assigned. When the work is completed, it is put on tape by its author. The tape is discussed and criticized by other members of the group. This has the advantage of stimulating practice in oral and written expression.

In correlation to written expression spelling is taught from the workbook text, Gateways to Correct Spelling. All words are divided into syllables with accents. The meanings are discussed and each word is used in a sentence. The word is also compared to other words. After six lessons have been completed, the students are quizzed over all the words contained in these lessons. After each unit, consisting of ten to twenty lessons, is completed a test is given over all the words in the unit to see how many students retained what they were supposed to have learned. If not, more practice is given over the words missed. On any paper turned in by students, spelling is corrected by the teacher.

After students have studied the facts of one basic process of math, duplicates of all the facts of that process are made. (Duplicate many extras for retesting and practice). Give students timed tests to see how many facts each can correctly answer in five minutes. At the end of five minutes, each person draws a line to indicate those problems completed before the time

was up. Allow them to complete the unfinished problems. Each student corrects his own paper so that he knows which facts he needs to study.

The timed test is given every other day with periods of practice in between testings. Each student records his scores on a graph showing the number of problems correctly answered in five minutes. When any student is able to answer all the facts correctly in five minutes, he goes on to the next process.

Other methods of studying the basic facts of math are: omitting figures from the problem, magic squares, and chalkboard activities. After the basic facts of math have been thoroughly reviewed, the student progresses on to the next step, fractions. This is taught mainly by using the workbook text, The Basic Essentials of Math, Part I. The students work individually, progressing at their own rate.

Level "C"

The "C" level group is the highest scoring group on the WRAT and SORP tests which are used for initial placement. An average of 7.0 is required for entrance into the "C" level.

Objectives. Although "C" group is not specifically designed to lead to G.E.D. examinations, it is by far the most common desire voiced by students that they be prepared for G.E.D. attainment. As a result of this majority of intent on the student's part, much of the planning for the "C" level's overall and long-range goals has been directed toward this particular end. At all times, of course, it is remembered that basically Adult Basic Education is intended to raise learning levels in the educational deprived. Fortunately, these goals mesh comfortably, since those who are preparing for G.E.D. examinations are raising their learning level. Mathematics

instruction, grammar and spelling, and reading comprehension are the three areas concentrated upon.

Methods of Teaching. A minimal number of full-class presentations are given. It is unusual for more than a third of a class to be studying a particular subject on roughly the same level at any particular class session. Usually, some students are in Math: some in fractions, others in Algebra, some in long division. Some students are in spelling and grammar, others may be in basic reading comprehension, and still others may be working with specific parts of the G.E.D. preparation series. To give full-class presentations within a learning environment so fragmented as this would be to intrude upon the efforts of a majority of the class. On occasion, of course, time is taken, usually at the beginning of the class period, or just after the mid-point break, for a short presentation on a topic which would probably be of interest to a majority of the students. Generally, however, teaching is individualized as much as possible, with the teacher moving throughout the class, helping those particular students who are encountering difficulty with their guided studies of the class session. The classes are rather small usually, in the area of 15-20 students, and experience shows that on any given night less than half of the students will experience serious difficulty in their studies. The instructor can easily handle approximately 10 more time-consuming questions during a normal 2 1/2 hour session. This will leave plenty of time for the less difficult questions which will naturally also arise.

Students who are working within one discipline, math, for example, are grouped together within the large "C" level. On any given night, this will normally comprise about half of the class--eight to ten people--and these people can be grouped so that their questions can be taken care of

without disturbing students working in other areas. Also, given this grouping technique, it is found that the upper level students are very useful in giving instruction to the students whose level is somewhat lower. Besides this utilization of some students for instructing others, which inevitably reinforces their own knowledge, there is the important factor of simple localization of questions, and therefore, of instruction.

Use of Materials. Steck-Vaughn materials are used in all areas of instruction except specific preparation for sections of the G.E.D. examination. Basic Essentials of Mathematics Part I and II are used almost to the exclusion of all other materials, with the exception of some few filmstrips on basic features of mathematics, and it is found that these two simple worktexts are quite adequate for the basic preparation of most students in math. Although these texts are not "programmed texts" in the usual sense of the word, they do provide a smooth progression from rudimentary arithmetic skills to more complicated skills if used in a normal from front-to-back manner. Both books have adequate and clear instructions, and both books have adequate practice material. As in other areas of instruction, it is necessary to have worktexts which provide a great deal of self-instruction for the student: this frees the instructor from much of the routine building-upon-past-learning presentations which normally take up so much of a teacher's time. With these texts for math and comparable texts in the other areas, the instructor does not have to be principally concerned with moving from one point of instruction to the next: the books take care of this part of the instructional process for him. The instructor can, therefore, devote his time to the student who is confused by one section or another and not have to hold a group of students back while he explains to one slow student how, for example, thirds and fourths can be put together as twelfths.

Once a student is deemed ready to stand for his G.E.D. examination--that being the major goal of most of the students in "C" level--the instructor must consider which part of the examination will be most readily passed (build up a little self-confidence). Cowles High School Equivalency Exam Preparation worktexts are used for specific preparation for the G.E.D. tests. By the time students are ready--the instructor makes the decision--to work on a specific section of the G.E.D. test, they are generally capable of making most of their efforts themselves. These people are, like the other groups, grouped according to achievement levels, so that their studies will not intrude upon the efforts of other students working in different areas.

Each of the Cowles worktexts is prefaced with a diagnostic test. This test indicates the more-or-less specific areas with which a student will experience difficulty within the general subject covered by the text.

Within the language arts sector Cowles texts on the G.E.D. level and the Steck-Vaughn texts on an intermediate level quite adequately cover the field. It is apparent that before a student can operate efficiently on a conceptual level he must have an extensive reading background. The intermediate texts (Activities for Reading Improvement I, II, and III, and Basic Science for Living I and II) provide an acceptable reading background upon which the students can build. The Activities for Reading Improvement series helps the student in reading comprehension as does the Basic Science for Living series and from there the Cowles series can be used to build conceptual strength in the minds of the students through more practice with passages of greater difficulty.

Basic texts for grammar are Steck-Vaughn's Language Exercises Blue Book and Language Exercises Green Book. Experience indicates that in Adult Basic Education classes, the students are no longer interested in the

"why" of grammar: nouns, verbs, appositives, gerunds, participles and such technical terms are, in most cases, of little value for these students. They tend to want to know "how" to use words correctly, how to write correct sentences, how to understand what they read. The emphasis must be shifted, accordingly, from technical class presentations of the inner working of a sentence to a straight-forward practice. With this in mind, only certain lessons in the above-named language exercise books have been found to be particularly useful: Green: 1-9, 14-17, 48-9, 51, 53-6, 65, 68-70. Blue: 1-10, 14, 19-23, 31-4, 37-41, 44-52, 62-67.

The basic text for Spelling is Gateways to Spelling, another Steck-Vaughn text. As in the case of the other Steck-Vaughn worktexts, this is not a programmed text. This book aids in building a basic usable vocabulary as well as aiding in the development of an ability to spell. The first part of this book (1st 60 lessons-720 words) are emphasized most heavily. This book is assigned to all incoming students. It is "pushed" a great deal; usually six lessons are assigned for each class period. (The idea being that many of the 72 words assigned are already known to the student and, therefore, can be skipped over.) After the first 60 lessons are completed, the student is left to his own feelings and self-assessment as to whether he will continue in the book or not. From lesson 60 the book turns to more technical aspects of spelling, such as dictionary usage, spelling rules, etc., and virtually all of the students continue in the spelling text because they have become aware of the necessity for good spelling habits and ability.

Team Teaching

Our approach to the instruction phase of the program is to individualiz a major portion of the instruction given through the use of team teaching, programmed materials and visual aids. The emphasis is placed on students progressing at his own rate of speed and for the teacher to structure

the content of each individual's program in light of the student's stated goals.

The purpose of individualizing instruction for the ABE students is to allow the teacher to take the student at whatever level of knowledge and ability he has and to provide a program that will allow continuous academic progress without gaps or repetition of material and with each allowed to progress at his own rate.

Departmentalization will begin to happen if the teachers are not completely sold on teaming or if the group gets larger than they feel can be handled in one room. There is no reason that teaming cannot take place with two rooms but this does handicap the situation.

Our students were placed in each subject area in a workbook text in the level their placement tests indicated and they progressed through a series of workbooks to approach their goals.

The student centered material makes use of: multi-text series, semi-programmed instruction, self-pacing through a prescribed course, and multi-level material with a wide range of different levels.

Individualized instruction can be summarized by the following implications:

it is elected by the learner

it affords the learner choices

it may involve cooperative learning with other members of the class

learning is not an identical task for individuals.

Team teaching as we use it involves at least two of the teachers working with one group; one teacher with the lead responsibility in a particular area, planning the lesson, keeping up with progress, giving group presentations, etc., and the other team member helping individuals

throughout the period. This process is reversed for another subject area and/or level.

Immediately it was found that the students disliked a completely programmed instruction approach and preferred some group work with some teacher-pupil interaction. Because of this, our team began to prepare a 10 to 15 minute group presentation to introduce the whole class or part of the class to a common concept or problem and then each student would be placed in his or her workbook at the proper level.

This method allowed the teacher to give more individual time to those who needed it most and still give personal help to the whole group.

A good result was obtained by teaming an aide (para-professional) with teachers in the rural program. This could be because the aide is more willing to be in the helper role and really never has to assume the lead, but this is only conjecture.

EQUIPMENT AND MATERIAL

The equipment available for the project's use was more than adequate. Overhead projectors, filmstrip projectors, film projectors, tape recorders and a language master were all used and were important tools that allowed a great deal of variety in the instructional materials that were used.

The short length of the project limited the amount of material that could be used and evaluated. There is much good material that is not included in the following sections. The following is a brief description of all the material that was used in the project.

Pro.	Title	Level	Time	Summary
Film Associates	BEYOND LSD: A FILM FOR CONCERNED ADULTS AND TEENAGERS	Sr. High College, Adult	25 min.	This film is about the communication gap between two generations. In this film a group of parents desperately seek help in order to understand what has gone wrong in their relationships with their teenagers.
	THE BILL OF RIGHTS IN ACTION: FREEDOM OF SPEECH	Upper Ele.,Jr.-Sr. High	21 min.	This film follows the case of an unpopular speaker who is convicted of disturbing the peace. It shows the importance and complexity of the issues involved in free speech.
	THE BILL OF RIGHTS IN ACTION: STORY OF A TRIAL	Upper Ele.,Jr.-Sr. High	22 min	Two young men are accused of a misdemeanor offense. Following them from their arrest through their trial, the film stresses the importance of due process of law. It shows the procedures which protect the right of all citizens, as guaranteed by our constitution.
	CAMPAIGN: AMERICAN STYLE	Ele., Jr.,-Sr. High		This film shows the format of an American Style Presidential Campaign.
	CHANGING THE LAW	Ele., Jr.,-Sr. High	24 min.	This film shows the method that can be used to challenge a law that is felt unjust.
	THE COMPUTER REVOLUTION	Ele., Jr.,-Sr. High	22-1/2 min.	This film offers a general introduction to the new world of the computer, emphasizing its present uses, and its potential for the future.
	OUR CITY GOVERNMENT	Ele., Jr.,-Sr. High	9-1/2 min.	In this film we see how a man is elected to the city council where he represents the people who chose him. In the city council he helps to decide on needed services and to pass laws.

Pro.	Title	Level	Time	Summary
Continued	OUR STATE GOVERNMENT	Ele., Jr.-Sr. High	12 min.	The various services and protections, needed by the people who live within a state, are controlled by state laws which are made in agreement with the state constitution. The state legislature, the governor, the courts, and all of the various state departments work together to provide the people with a better place in which to live.
	THE STORY OF A CHECK	Ele., Jr. high	13 min.	This film illustrates how the checking system works. We see how banks process their own and each other's checks, and how modern machinery and skilled workers make possible the handling of millions of dollars worth of checks every day.
	UNITED STATES ELECTIONS: HOW WE VOTE	Upper Ele., Jr.-Sr. High	13 1/2 min.	This film introduces the student to the process by which citizens vote and to the election workers who make free and fair elections possible.
	WASHINGTON, CITY OF THE WORLD	Upper Ele., Jr.-Sr. High	14 min.	Shows that Washington is more than a city, or the seat of our government. It is the epitome of our history, our heritage and a monument to man's struggle for freedom.

Pro.	Title	Level	Teacher's Guide	Records	Summary
SVE	LINGUISTIC BACKGROUNDS OF ENGLISH 1. Words Come to Life. 17 1/2 min. 2. What's In A Name? 14 1/2 min. 3. Our Changing Language. 20 min. 4. The Geography of Language. 19 min. 5. Interesting Facts About Your Language. 16 min. 6. How English Travel Overseas. 17 min.	Int., Jr.-Sr. High	X	X	Dramatizes the origins, development and modification of the English language.
SVE	GREAT NOVELS AND THEIR AUTHORS Group I 1. Nathaniel Hawthorne: The Man and His Works. 16 min. 2. The Scarlet Letter: Analysis and Evaluation. 17 min.	Jr.-Sr. High	X	X	Presents an overview of a great novelist, relating his life and writings and analyzing and evaluating one of his major works.
SVE	DEVELOPMENT OF THE AMERICAN SHORT STORY 1. Early Development. 9 min. 2. Late 19th, Early 20th Century Development. 13 min. 3. Modern Development. 12 min. 4. Interpretation and Evaluation of the Short Story. 10 1/2 min.	Jr.-Sr. High	X	X	Students are shown the development of the American short story through examination of selected works.
SVE	COMMUNISM: CHALLENGE TO FREEDOM Group I 1. What is Communism? 15 min. 2. Communism and Government. 15 min. 3. Communism and Economics. 16 min. 4. Communism and Human Rights. 16 min. Group II 5. The Years of Struggle. 18 1/2 min. 6. The Cold War. 20 min. 7. The Communist Part. 18 min. 8. The American in the Cold War. 18 1/2 min.	Jr.-Sr. High	X	X	Comprehensive study of what democratic citizenship means in a world coexisting with Communism; shows how a free society can effectively meet the communist challenge.

AUDIO-VISUAL AIDS

Pro.	Title	Level	Teacher's Guide	Records	Summary
SVE	WESTERN MIGRATION 1. Into the Southwest. 16 min. 2. The Oregon Country. 18 min. 3. The Gold Rush. 16 min. 4. Three Routes to Eldorado. 17 min.	Int., Jr.-Sr. High	X	X	Presents important trails and landscapes of the westward migration. Demonstrates the impact on the nation after the discovery of gold in California.
SVE	THE CIVIL WAR 1. A Nation Divided. 18 min. 2. America's Trial and Agony. 14 min. 3. High Tide of Valor. 15 min. 4. Darkest Hour-Then Peace. 18 min.	Int., Jr.-Sr. High	X	X	The Civil War assumes a deep dimension of reality and understanding through vibrant, full-color photography, artwork, maps, paintings, and dioramas.
SVE	THE EVOLUTION OF AMERICAN ENTERPRISE, INDUSTRY AND WELFARE (1650-1960's) 1. Beginnings of American Industry (1769-1850). 15 min. 2. Natural Resources and New Frontiers (1650-1890). 15 min. 3. The Creation of Modern Industrial America (1870-1920). 15 min. 4. Social and Economic Developments (Since 1880). 15 min.	Jr.-Sr. High	X	X	Depicts the hardy pioneers, ingenious inventors, dedicated educators who helped start America on the road to becoming the world's most progressive nation. Shows how innovations in transportation, communication, industry, agriculture, commerce, public welfare gave rise to high standards of living in the U. S.
SVE	UNDERSTANDING WEATHER AND CLIMATE 1. Air Masses and Weather Fronts. 16 min. 2. Winds Around the World. 16 min. 3. Humidity and How It Affects Us. 17 min. 4. How to Forecast the Weather. 17 min. 5. Moisture and Precipitation in The Air. 16 min. 6. Weather Changes and Their Causes. 18 min.	Int. Jr. High	X	X	Acquaints students with basic facts about weather phenomena. Explains various weather instruments used in forecasting weather.
SVE	CONSERVATION FOR TODAY'S AMERICA 1. Soil Conservation Today. 41 fr. 2. Forest Conservation Today. 46 fr. 3. Water Conservation Today. 39 fr.	Int.	X	X	Analysis of the importance of conservation of natural resources including two new problem areas - Urban and Land conservation.

Pro.		Level	Teacher's Guide	Records	Summary
	CONSERVATION FOR TODAY'S AMERICA, continued 4. Wildlife Conservation Today. 39 fr. 5. Mineral Conservation Today. 52 fr. 6. Urban Conservation Today. 43 fr. 7. Land Conservation Today. 51 fr.				
SVE	EARTH SCIENCE: THE EVOLUTION OF LANDSCAPES 1. Factors in the Evolution of Landscapes. 20 min. 2. The Gypsum Dunes. 14 min. 3. The Volcanic Cinder Cone. 15 min. 4. The Limestone Canyon. 14 min. 5. Evolution of a Butte. 17 min. 6. The Glacial Valley. 17 min.	Jr. - Sr. High	X	X	Introduces students to geologic processes and shows them how earth's different landforms evolved and continued to change. Explains some ways in which biotic communities are influenced by the geologic environment. Students are encouraged to seek a more thorough understanding of the planet on which they live and to appreciate its geologic history.
SVE	UNDERSTANDING OCEANOGRAPHY 1. Study of Oceans. 13 min. 2. The Ocean Basins. 13 min. 3. Characteristics of Seawater. 13 min. 4. Currents, Waves, and Tides. 13 min. 5. Life of the Open Seas. 13 min. 6. Life on the Sea Floor and Shore. 13 min.	Jr. - Sr. High	X	X	Methods used for studying the ocean and its basins are described by authenticated art work and recorded narration. Explains the need for utilizing the ocean's food and minerals.
SVE	CRITICAL AREAS OF HEALTH 1. Tobacco and Your Health. 14 min. 2. Alcohol and Your Health. 15 min. 3. Veneral Disease and Your Health. 13 min. 4. Drug Misuse and Your Health. 18 min.	Jr. - Sr. High	X	X	This set of filmstrips presents scientific evidence and valid statistics to make students aware of vital health areas.

AUDIO-VISUAL AIDS

Pro.	Title	Level	Teacher's Guide	Records	Summary
SVE	VOCATIONAL DECISIONS 1. An Introduction to Vocation. 18 min. 2. The World of Work. 18 min. 3. Counseling in Vocational Decisions. 18 min.	Jr. - Sr. High	X	X	Discusses the variety of vocational avenues open to the student. Emphasis on considering abilities, interests and training when making vocational decisions. Touches on philosophy of work.

VISUAL AIDS

Pro.	Title	Level	Summary
SVE	EXPLORING PUNCTUATION The Comma 1. In a Series. 43 fr. 2. In Addresses and Dates. 40 fr. 3. With Direct Address, Introductory Words, Final Query. 37 fr. 4. With Appositives and Parenthetical Expressions. 34 fr. 5. With Clauses and Phrases. 46 fr. 6. In Miscellaneous Usage. 34 fr. End and Other Common Punctuation 7. End Punctuation. 55 fr. 8. Colon and Semicolon. 58 fr. 9. Parentheses and Dash. 33 fr. 10. Apostrophe and Quotation Marks. 55 fr. 11. Italics and Hyphen. 49 fr. 12. Capitalization. 49 fr.	Junior-Senior High	Stimulates interest in the medium of writing. Introduces the required marks by name and usage, calls attention to importance of knowledge in writing skills.
SVE	BASIC ENGLISH USAGE Parts of Speech 1. Using Nouns. 48 fr. 2. Using Pronouns. 54 fr. 3. Using Adjectives. 45 fr. 4. Using Verbs. 58 fr. 5. Using Adverbs. 43 fr. 6. Using Verbals. 58 fr. 7. Using Prepositions, Interjections and Conjuctions. 59 fr. The Sentence 8. Classification of Sentences. 54 fr. 9. Subjects and Predicates. 55 fr. 10. Direct and Indirect Objects and Subject Complements. 50 fr. 11. Phrases, Part I. 50 fr. 12. Phrases, Part II. 44 fr.	Intermediate Junior High	Helps students improve both oral and written expression. Review and response frames reinforce awareness of English usage concepts.

Pro.	Title	Level	Summary
	The Sentence, continued 13. Clauses, Part I. 53 fr. 14. Clauses, Part II. 45 fr. 15. Problems of Agreement. 61 fr. 16. Problems of Sentence Construction. 45 fr.		
SVE	UNDERSTANDING FRACTIONS 1. The Origin and Meaning of Fractions. 43 fr. 2. Uses of Fractions. 38 fr. 3. Language of Fractions. 53 fr. 4. Different Names for the Same Fractional Number. 46 fr. 5. Addition of Fractions. 45 fr. 6. Subtraction of Fractions. 39 fr. 7. Multiplication of Fractions. 42 fr. 8. Division of Fractions. 47 fr.	Intermediate	Problem-solving approach and discovery principle help develop an accurate concept of fractions.
SVE	USING MODERN MATHEMATICS Group V 1. Advancing in Geometry 50 fr. 2. Geometry: Perimeters, Areas, Space Figures. 58 fr. 3. Graphs: Pictographs, Bar, Line, Number Pairs, Maps. 47 fr. 4. Fraction Numerals. Concepts. 49 fr. 5. Addition and Subtraction of Fractions. 52 fr. 6. Multiplication of Fractions. 50 fr. 7. Using Measures. 54 fr. 8. Numeration: Base Five. 48 fr.	Intermediate	Enrichment and understanding are provided through the use of number lines and open and closed sentences. For easy step-by step learning.

Pro.	Title	Level	Summary
SVE	USING MODERN MATHEMATICS, continued Group VI 9. Division of Fractional Numbers. 50 fr. 10. Geometry: Lines, Angles, Arcs, Measures. 51 fr. 11. Geometry: Perimeters, Areas, Formulas. 53 fr. 12. Space Geometry: Surfaces and Volumes of Space Figures. 45 fr. 13. Numeration: Base Six. 51 fr. 14. Base Six: Addition, Subtraction, Multiplication. 48 fr. 15. Numeration: Binary (Base Two). 53 fr. 16. Binary (Base Two): Addition, Subtraction, Multiplication, Division. 52 fr.	Intermediate	Continues development of basic principles of modern mathematics. Teach-planned illustrations aid understanding of abstract concepts.
SVE	PERCENTS AND PERCENTAGE 1. Meaning: Understanding of Percent-Percentage. 41 fr. 2. Buying and Selling: Applications of Percent. 46 fr. 3. Commission: Meaning and Application. 59 fr. 4. Interest: Borrowing and Investing. 59 fr. 5. Insurance. 57 fr. 6. State and Local Taxes. 52 fr. 7. Federal Taxes. 47 fr.	Intermediate Junior-Senior	Illustrates meaning of the relationship of percent to decimals and fractions. Encourages the practical application of percents.
SVE	SCHOOL SKILLS FOR TODAY AND TOMORROW 1. Why Study? 39 fr. 2. Preparing to Study. 39 fr. 3. Listening and Reading Skills. 39 fr. 4. What to Ask, How and Where to Find	Junior-Senior High	Helps students understand the need for study and learning. Explains how to plan and make best use of study time, where to look for information, how to prepare for tests, how to take notes that are meaningful.

	the Answers-Part I. 34 fr.		

VISUAL AIDS

Pro.	Title	Level	Summary
	SCHOOL SKILLS FOR TODAY AND TOMORROW, continued 5. What to Ask, How and Where to Find the Answers-Part II. 26 fr. 6. How to Take a Test. 43 fr.		
SVE	OUR NATIONAL GOVERNMENT How It Developed 1. The Declaration of Independence. 45 fr. 2. The Articles of Confederation-A Plan That Failed. 52 fr. 3. The Making and Adoption of the Constitution. 55 fr. 4. The Growth of the Constitution. 55 fr. How It Functions 5. The Presidency. 51 fr. 6. Political Parties. 42 fr. 7. Congress of the United States. 54 fr. 8. Federal Judiciary. 36 fr.	Junior-Senior High	Interprets great documents. Traces development from conception to present operation. Complexities of politics, responsibilities of governing bodies. Value of democratic system of government. Use in adult citizenship classes and civic groups.
SVE	ROCKS AND MINERALS 1. The Earth's Crust. 43 fr. 2. Common Minerals. 45 fr. 3. Earth, A Great Storehouse. 44 fr. 4. The Earth's Diary. 47 fr.	Intermediate Junior High	Examines earth's inner layers, outer crust. Describes characteristics of minerals. Shows the uses man has made of the earth's minerals. How the shape and size of North America have changed; and ice sheets and lava left their traces.

Mathematics

Publisher	Title	Type	Level	Date	Add	Subtract	Multiply	Divide	Fractions	Decimals	Percent	Money	Time	Meas. Linear	Meas. Liquid	Prob. Solv.	Tests	Sup. Aids Ans. Keys	Sup. Aids Audio Aids	Sup. Aids Visual Aids	Sup. Aids Tchr. Man.	Adult Cont.	Costs
Allied Educational Council																							
Dist. Center P. O. Box 78																							
Galien, Mich. 49113																							
	The Mott Basic Language Skills																						
	Program-Basic Numbers and																						
	Money 300	SP	1-3	1965	X	X	X	X				X				X		X			X		
Allyn & Bacon Publishing Co.																							
150 Fremont St. Boston, Mass.																							
	Refresher Course in																						
	Arithmetic	SD	1-7		X	X	X	X	X	X	X	X	X		X	X							
Behavioral Research Lab.																							
Box 577 Palo Alto, Cal.																							
	Numbers and Units for																						
	Science	Prg.		1963										X		X							
Cowles Educational Corp.																							
Look Bldg. 488 Madison Ave.																							
New York, N. Y. 10022																							
	General Mathematical Ability	SP	1-11	1968	X	X	X	X	X	X	X	X	X	X	X	X	X	X					

Mathematics

Publisher	Title	Type	Level	Date	Add	Substract	Multiply	Divide	Fractions	Decimals	Percent	Money	Time	Meas. Linear	Meas. Liquid	Proc. Solv.	Tests	Sup. Aids Ans. Keys	Sup. Aids Audio Aids	Sup. Aids Visual Aids	Sup. Aids Tchr. Man.	Adult Cont.	Costs
Cowles (Con'd)	What Do You																						
	Know About Mathematics	SP	GED	1967	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
McGraw-Hill Book Co., Inc.																							
330 West 42 St. New York, N. Y.																							
	Programmed Math for Adults	Prg.	1-8	1966	X	X	X	X	X	X	X			X									
McCormick - Mathers Publishing Co., Inc. Cincinnati, Ohio																							
45202	Growing Up With Arithmetic 6	SD	4																				
	Making Mathematics Plain	SD	8-10	1967	X	X	X	X	X	X	X	X		X		X	X	X					
	Making Arithmetic Plain 7	SD	5	1964	X	X	X	X	X	X	X			X		X	X	X					
	Making Arithmetic Plain 8	SD	6	1964	X	X	X	X	X	X	X	X		X		X	X	X					
Science Research Associates, Inc.																							
259 East Erie St. Chicago, Ill.																							
60611	Computational Skills Development	SD	6-9	1965																			
Steck-Vaughn Co P. O. Box 2028																							
Austin, Texas	Basic Essen-																						

Mathematics

Publisher	Title	Type	Level	Date	Add	Substract	Multiply	Divide	Fractions	Decimals	Percent	Money	Time	Meas. Linear	Meas. Liquid	Prob. Solv.	Tests	Sup. Aids Ans. Keys	Sup. Aids Audio Aids	Sup. Aids Visual Aids	Sup. Aids Tchr. Man.	Adult Cont.	Costs
Steck-Vaughn Co. (Con'd)																							
	Basic Essentials of Math																						
	Part II								X	X	X	X	X	X		X	X						
	Steps to Mathematics																						
	Part I	SD	1-4	1969	X	X	X	X	X							X	X						
	Part II				X	X	X	X	X					X	X		X	X						
Youth Education Systems, Inc.																							
49 Gleason Ave. Stanford, Conn.																							
06904	Study Aids																						
	Modern	SD	1-9		X	X	X	X	X	X	X	X	X	X	X	X	X						

Written Communication

Publisher	Title	Type	Level	Date	Skills: Cursive	Skills: Manuscript	Skills: Composition	Skills: Dictionary	Skills: Grammar	Skills: Spelling	Skills: Tests	Supplementary Aids: Answer Keys	Supplementary Aids: Audio Aids	Supplementary Aids: Visual Aids	Supplementary Aids: Teacher's Manual	Supplementary Aids: Adult Cont.	Costs
Allied Educational Council																	
Dist. Center P. O. Box 78																	
Galien, Mich. 49113																	
	The Mott Basic Language Skills																
	Program-Word Bank - 300	SP	1-3	1966	X	X		X		X		X			X		
	The Mott Basic Language Skills																
	Program-Series 600 A + B	SP	4-6	1966	X		X	X	X	X		X			X		
American Book Co.																	
300 Pike St. Cincinnati,																	
Ohio 45202	We Learn English																
	With the Soto Family - Book 4	SD		1958			X		X								
	We Learn English With Pepe & Anita																
	on the Ranch - Book 5	SD		1959			X		X								
Cowles Educational Corp.																	
Look Bldg. 488 Madison Ave.																	
New York, N. Y. 10022	Correctiveness																
	& Effectiveness of Expression	SP	GED	1968					X	X	X	X					
Harcourt, Brace & World, Inc.																	
680 Forrest Rd. N.E. Atlanta,	Ga.																

Written Communication

Publisher	Title	Type	Level	Date	Skills: Cursive	Manuscript	Composition	Dictionary	Grammar	Spelling	Supplementary Aids: Tests	Answer Keys	Audio Aids	Visual Aids	Teacher's Manual	Adult Cont.	Costs
Harcourt, (con'd)	English Lessons																
	for Adults - Books 1 & 2	SD	3-8	1966	X		X		X	X							
McCormick-Mathers Pub-																	
lishing Co. Inc.																	
Cincinnati,																	
Ohio 45202	Plain English Handbook	SD		1966			X		X								
	Plain English 7	SD		1962			X	X	X		X	X					
	Plain English 10	SD		1967			X	X	X		X	X					
Silber Burdett Company																	
Box 362																	
Morristown,																	
N. J.	English: Your New Language Book I	SD		1966		X	X		X	X							
Steck-Vaughn Co.																	
P. O. Box 2028																	
Austin, Texas																	
	I Want To Read and Write	SD	1-4	1965	X	X		X	X	X							
	Learning and Writing English	SD	1-4	1964			X		X								
	Working with Words	SD	1-4	1966	X			X	X	X	X	X			X		
	Working with Word Patterns	SD	1-4	1967	X			X	X	X	X	X			X		
	Building Word Power	SD	3-4	1968	X		X	X	X	X	X	X					
	I Want to Learn English	SD	4-5	1965	X		X	X	X	X							
	English Essentials	SD	5-6	1964			X	X	X	X	X	X					

Written Communication

Publisher	Title	Type	Level	Date	Skills: Cursive	Manuscript	Composition	Dictionary	Grammar	Spelling	Tests	Supplementary Aids: Answer Keys	Audio Aids	Visual Aids	Teacher's Manual	Adult Cont.	Costs
Steck-Vaughn (con'd)																	
	Language Exercises-Blue Book	SD	6	1965				X	X	X	X	X					
	Language Exercises-Green Book	SD	8					X	X	X	X	X					
	Learning Our Language -																
	Book I	SD	6-7	1968				X	X	X							
	Book II	SD	7-8	1968				X	X	X							
	Gatesway to Correct Spelling -																
	Workbook	SD	8-12	1969				X		X	X	X					

Reading

Publisher	Title	Type	Level	Date	Skills: Word Recognition	Skills: Vocabulary	Skills: Comprehension	Skills: Study Skill	Skills: Tests	Supplementary Aids: Answer Keys	Supplementary Aids: Audio Aids	Supplementary Aids: Visual Aids	Supplementary Aids: Teacher's Manual	Adult Cont.	Costs
Allied Educational Council															
Dist. Center P. O. Box 78															
Galien, Mich. 49113															
	The Mott Basic Language Skills														
	Program 300B	SP	1-3	1966	X	X	X	X	X	X			X		
	The Mott Basic Language Skills														
	Program--Semi Programmed Series														
	Book I	SP	1-3	1967	X	X	X	X	X	X			X		
	Book II	SP	1-3	1967	X	X	X	X	X	X			X		
	Book III	SP	1-3	1967	X	X	X	X	X	X			X		
	Book IV	SP	1-3	1967	X	X	X	X	X	X			X		
	Book V	SP	1-3	1967	X	X	X	X	X	X			X		
	Book VI	SP	1-3	1967	X	X	X	X	X	X			X		
	Book VII	SP	4-6	1967	X	X	X	X	X	X			X		
	Book VIII	SP	4-6	1967	X	X	X	X	X	X			X		
	Book IX	SP	4-6	1968	X	X	X	X	X	X			X		
	Book X	SP	4-6	1968	X	X	X	X	X	X			X		
	The Mott Basic Language Skills														
	Program 900A	SP	7-9	1967	X	X	X	X	X	X			X		

Reading

Publisher	Title	Type	Level	Date	Skills: Word Recognition	Skills: Vocabulary	Skills: Comprehension	Skills: Study Skill	Skills: Tests	Supplementary Aids: Answer Keys	Supplementary Aids: Audio Aids	Supplementary Aids: Visual Aids	Supplementary Aids: Teacher's Manual	Supplementary Aids: Adult Cont.	Costs
Allied Educational Council (Con'd)															
	Program 900B	SP	7-9	19	X	X	X	X	X	X			X		
	The Mott Basic Language Skills														
	Program--Teaching Adults to Read--														
	Series 1500 Basic Education Handbook														
	Series I			1965	X	X	X	X	X	X			X		
Amsco School Publications, Inc.															
315 Hudson St. New York, N. Y. 10013															
	Vocabulary for the High School Student	SD	9-12	1967		X		X							
Behavioral Research Lab.															
Box 577 Palo Alto, Cal.															
	Ready Readiness	Prg.	1-5	1967	X	X	X	X	X	X	X		X		
	Why Work Series	SD	7-12	1967	X	X	X	X	X	X			X		
Cowles Education Corp.,															
Look Bldg. 488 Madison Ave.															
New York, N. Y. 10022															
	Reading Comprehension in Literature	SP	GED	1968	X	X	X	X	X						

Reading

Publisher	Title	Type	Level	Date	Skills: Word Recognition	Vocabulary	Comprehension	Study Skill	Tests	Supplementary Aids: Answer Keys	Audio Aids	Visual Aids	Teacher's Manual	Adult Cont.	Costs
Cowles Education (Con'd)															
	Reading Comprehension in The														
	Natural Science	SP	GED	1968	X	X	X	X	X						
	Reading Comprehension in Social														
	Studies	Prg.	GED	1968		X	X	X	X	X					
Follet Publishing Project															
	Reading For A Viewpoint	SD	5-8	1966	X	X	X						X		
Grolier Educational Corp.															
845 Third Ave. New York, N. Y.															
10022	The Reading Attainment System														
		SD	3-4	1967	X	X	X	X	X	X			X		
Science Research Associates Inc.															
259 E. Erie St. Chicago, Ill.															
60611	SRA Reading Lab.	SD	2-9		X	X	X	X	X	X			X		
Silver Burdett Co. Box 362															
Morristown, N. J.	Building Your Language Power - 1														
		SD	1-2	1965	X	X	X								

Reading

Publisher	Title	Type	Level	Date	Skills: Word Recognition	Skills: Vocabulary	Skills: Comprehension	Skills: Study Skill	Skills: Tests	Supplementary Aids: Answer Keys	Supplementary Aids: Audio Aids	Supplementary Aids: Visual Aids	Supplementary Aids: Teacher's Manual	Adult Cont.	Costs
Steck-Vaughn Co. P. O. Box 2028															
Austin, Texas	Steps to Learning														
	Book I	SD	1-2	1965	X	X	X	X	X	X					
	Book II	SD	1-2	1965	X	X	X	X	X	X					
	Adult Reader	SD	1-4	1964	X	X	X	X	X	X					
	New Avenues in Reading	SD	4	1966	X	X	X	X	X	X					
	How to Read Better	SD	5-6	1964		X	X	X							
	New Adventures in Reading		6	1966		X	X	X		X					
	Activities for Reading Improvement														
	Book I	SP	7	1963		X	X	X	X	X					
	Book II	SP	8	1964		X	X	X	X	X					
	Book III	SP	9			X	X	X	X	X					
	Learning to Use Science	SD	6	1965		X	X	X	X	X					
	Modern General Science	SD	8-9	1964		X	X	X	X	X					
	Basic Science For Living--Book I	SD	5-8	1965		X	X	X	X	X					
	Book II	SD	5-8	1966		X	X	X	X	X					
	My Country	SD	1-4	1964	X	X	X	X	X	X					

SPECIAL SECTION

Publishers	Title	Summary
Cowles Educational Corp. Look Bldg., 488 Madison Ave. New York, New York 10022	HOW TO PASS AMERICAN COLLEGE TESTING PROGRAM (ACT)	Follows the format and content of the ACT, with hundreds of test questions, with answers. Also included are profiles of colleges with their ACT requirements.
	HOW TO PASS CIVIL SERVICE EXAMINATION: BEGINNING OFFICE WORKER	
	HOW TO PASS CIVIL SERVICE EXAMINATION: BOOKKEEPER-ACCOUNT CLERK	
	HOW TO PASS CIVIL SERVICE EXAMINATION: CLERK	
	HOW TO PASS CIVIL SERVICE EXAMINATION: SOCIAL CASE WORKER	
	HOW TO PASS COLLEGE BOARD ADMISSIONS SCHOLASTIC APTITUDE TEST (SAT)	Hundreds of practice questions and answers in all areas of this exam, plus samples of all 14 Achievement Tests, the Writing Sample test-taking tips, profiles of colleges and their SAT score requirements.
	HOW TO PASS HIGH SCHOOL EQUIVALENCY EXAMINATION (GED)	Covers all five test areas: Spelling and Grammar, Social Studies, Natural Sciences, Literature, Mathematics. Each study program includes a study schedule for each part of the exam, special test tips, and practice questions with correct answers and explanations.
	HOW TO PASS COMPUTER PROGRAMMER APTITUDE TESTS	

SPECIAL SECTION

Publishers	Title	Summary
Continued	HOW TO PASS FEDERAL CIVIL SERVICE EXAMINATION: STENOGRAPHER AND TYPIST	
	HOW TO PASS ENTRANCE EXAMINATIONS FOR REGISTERED AND GRADUATE NURSING SCHOOLS	
	HOW TO PASS ENTRANCE EXAMINATIONS FOR PRACTICAL NURSING SCHOOLS	
	WHAT DO YOU KNOW ABOUT CHEM-	A brush-up for students, and an easy way for teachers to keep posted on new developments and ideas in their subject field; a refresher for adults no longer in school.
	WHAT DO YOU KNOW ABOUT FRENCH?	Same explanation as "What Do You Know About Chemistry?"
	WHAT DO YOU KNOW ABOUT GERMAN?	Same explanation as "What Do You Know About Chemistry?"
	WHAT DO YOU KNOW ABOUT PSYCHOLOGY?	Same explanation as "What Do You Know About Chemistry?"
	WHAT DO YOU KNOW ABOUT SOCIOLOGY?	Same explanation as "What Do You Know About Chemistry?"
	WHAT DO YOU KNOW ABOUT SPEECH?	Same explanation as "What Do You Know About Chemistry?"

SPECIAL SECTION

Publishers	Title	Summary
Steck-Vaughn Company P. O. Box 2028 Austin, Texas	HOW TO GET A JOB AND KEEP IT	This basic worktext utilizes an easy vocabulary to give a step-by-step explanation of the often-confusing, procedures, requirements, and rules for getting and keeping a good job.
Youth Education Systems, Inc. 49 Gleason Avenue Stamford, Connecticut 06904	REVIEW WORKBOOK FOR HIGH SCHOOL ENTRANCE	This is a combined workbook and testbook emphasizing the subject matter of the 7th, 8th, and 9th grades.

RECOMMENDATIONS

Counseling

One of the most helpful phases of the New Careers component is the full time Counselor and the feedback that the teachers receive through this source. This points up the value that counseling could have if used properly in ABE.

Testing

A battery of tests given immediately upon enrollment tends to discourage or even prevent the potential ABE student from attending classes. We would recommend a brief placement instrument such as the WRAT, then, when the teacher has had an opportunity to establish a rapport with the student, further testing may be done if deemed necessary.

Staff

Pre-service and in-service training should be a must for the ABE teacher. It must be made clear to the ABE teacher that the adults she teaches at night are different from the children she probably teaches during the day. Pre-service and in-service training must be utilized to impress upon the instructor the essential differences between children and adults as students and to provide specific methods and approaches, as well as pertinent materials, for use with adults. Methods and materials should, of course, be constantly up-dated through in-service training and evaluation.

Para-Professionals

Aides can be a valuable asset to large or small programs; for example, aides are of great value in recruiting, absentee follow-up, records, etc. An aide can be selected from the target area and in this may act as a community agent, help the teacher in working with non-English speaking

students and serve as a sounding board as to the needs and/or attitudes of the community.

Instructional Materials

An analysis of instructional materials indicates that no single basic series justifies exclusive adoption. Further study is indicated to locate more adult oriented material.

APPENDIX

ACCOMPLISHMENT AWARD

This was presented to each student that attended the program for a minimum of 24 hours.

Division of Extension

The University of Texas at Austin

Cooperating with the Texas Education Agency

THIS IS TO CERTIFY THAT

HAS COMPLETED HOURS OF STUDY IN THE

Adult Continuing Education Program

AT AUSTIN, TEXAS, NOVEMBER 1968 - MAY 1969

_____
DIRECTOR

ISSUED BY The University of Texas
this thirty-first day of May A.D. 1969

_____
TEACHER

RECORD FOLDER

The following record folder was developed with the idea in mind that the information accumulated would be helpful both to the ABE teacher in understanding and working with the student and for the local program administrator to have for information that is needed to complete reports to T. E. A.

ATTENDANCE

Enrollment Date _____ Termination Date _____

Reason for Termination _____

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Jul.	Aug.
____ hrs.	____ hrs.	____ hrs.	____ hrs.	____ hrs.	____ hrs.	____ hrs.	____ hrs.	____ hrs.	____ hrs.	____ hrs.	____ hrs.

PROGRESS RECORDS

Materials Studied	Date	Beginning Page	Finishing Page

TESTI NG RECORDS

Test	Date	Purpose	Result

Name (Last) (First) (Middle) Sex: M F Telephone

Address Birthdate

HEALTH

Vision

Hearing

No. Visits to Doctor/Yr.

MISCELLANEOUS

Citizen: ☐Yes ☐No Transportation:

Driver's License: ☐Yes ☐No Ethnic Origin:

Automobile: ☐Yes ☐No Employment: ☐FT ☐PT ☐None

Registered to Vote: ☐Yes ☐No Time on Job:

Subscriptions: ☐Paper ☐Magazine ☐Other ☐Radio ☐TV

Who Informed You of ABE:

FAMILY ENVIRONMENT

Marital Status	Spouse's Name	His (Her) Occupation
Children: Number	Ages	No. in School

TEACHER'S NOTES